# 

**Pupil Premium Strategy**

**Review Year 1 of 3**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| *Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*  *Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *We strongly discourage comparing your school’s 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.*  *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.* |

**Intended outcomes**

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Fully MET |  | Met but needs Maintenance |  | Partially being met |  | Not being met |  |
| Intended outcome | | | | Success criteria | | | |
| Improved attainment among disadvantaged pupils. | | | | Assessments and observations indicate significantly improved attainment among disadvantage pupils who are not on the SEN register. Reading, writing and maths outcomes by summer 2024 show that 100% of disadvantaged pupils, who are not on the SEN register, have achieved age related expectations | | | |
| Year 1 | |  | |
| Year 2 | |  | |
| Year 3 | |  | |
| Good progress for disadvantaged pupils on the SEN register. | | | | By summer 2024, assessments and observations indicate that all disadvantaged pupils on the SEN register are making excellent progress against their outcomes on pupil profiles or EHCPs | | | |
| Year 1 | |  | |
| Year 2 | |  | |
| Year 3 | |  | |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | | | | Sustained high levels of wellbeing by summer 2024 are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. | | | |
| Year 1 | |  | |
| Year 2 | |  | |
| Year 3 | |  | |

## Pupil Premium Strategy Outcomes:

## This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

|  |
| --- |
| Key Areas of Impact We continue to undertake check up weeks three times a year plus ongoing daily assessments. Throughout school, progress data from end of KS1 will need to be high priority to accelerate progress, to ensure that the majority of children reach age expected outcomes at the end of KS2. Phonics screening pass was 70%. Previously this has always been 90+. We must ensure that learning is maximised for those children in year 2 but also monitor closely taught phonics sessions in Y1 and EYFS. Additional phonic sessions have been introduced. The phonics scheme implemented across school (Animaphonics), feedback indicates that teachers are fully utilising and tracking quality first teaching to pinpoint ‘monitored tutor sessions’.  Our internal assessments during 2021/ 2022 show that we have a small number of disadvantaged pupils are not yet working at age related expectations. Whilst they make expected progress across the year, more need to be making ‘good’ progress. Many of these are on the SEN register. Although academic interventions have ensured progress, we now need to focus on these disadvantaged, non- SEN and SEN children and support them in making accelerated progress. Catch up funding was effective at the time of use but continued monitoring showed that this did not have the required long term impact. In class review sessions have replaced the catch up sessions.  Our tracking and observations indicate that pupil behaviour, wellbeing and mental health were impacted due to Covid- 19 related issues. The impact was particularly evident for disadvantaged pupils. Spending some of our funding allocation on developing pastoral support and additional targeted nurture support has had a positive impact on these children and given them strategies to support self- regulation and better mental health. We developed a time to shine curriculum. We also purchased a large number of sensory resources to support children’s self- regulation in the classroom. We will continue to build on this approach this year with additional staff training around mental health. The wide extra curricular offer has been well received and children enjoy participating. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| TT Rockstars |  |
| Reading Eggs |  |
| Mathletics |  |
| 1 minute maths | Whiterose |
| Relax kids | Relax kids |
| Confident me | Confident me |
| Behaviour Solutions | Janette Wallis |
| Edpyschologysolutions | Zoe Owens |
| Golden Hill outreach | Golden Hill |
| Lions sports | Lions Sports |

**Further Information:**

Further Information: In addition to our strategy, our Pupil Premium Champion will be developing an ‘annual conversation’ with parents and guardians of our pupils who receive Pupil Premium funding and have previously been in care, for example, being adopted or under a Special Guardianship Order (SGO). The aim of this approach is to create stronger links between the school and home to fully support each individual child.